



A COMPARATIVE STUDY OF EMOTIONAL COMPETENCE IN RELATION TO DEPRESSION AMONG ADOLESCENTS OF PUNJAB IN TERMS OF GENDER DIFFERENCE

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ABSTRACT

The present study aimed at Study of Emotional Competence in Relation to Depression among Adolescents of Punjab in terms of gender difference. To achieve the objectives of the study, standardized test Emotional Competencies Scale by Dr. H.C.Sharma and Dr. R.L. Bharadwaj (2007) and Mental Depression Scale by L.N. Dubey (2006) were used to assess the Emotional Competence and Depression among 10+1 students. A sample of 600 senior sec. school students was selected on the basis of random sampling method. Descriptive statistics was used to analysis the data. Results indicate that there is no significant difference in the high and low group of emotional competence & depression in terms of gender. The present study reveals that there is negative relationship between Emotional Competence and Depression.

INTRODUCTION

The period of adolescence is one during which the child is slowly transformed into a mature adult. So, it is characterised as a period of intensive growth and change in all aspects i.e. physical, mental, social and emotional. Emotional Competence is the ability to recognize and appropriately respond to the experience of emotions. Emotional competence is nothing but doing anything and doing it well. This aspect of personality is related to emotions. This is an efficiency which an individual acquires to deal with emotional situations effectively. Appropriately responding to emotions means that one is able to make the distinction between useful and useless emotions. In other words, it means that one has learned and consistently used the skills of resolving useless emotions quickly and thoroughly. Useless emotions do cause suffering or interfere with thinking and decision making. Whereas depression is a state of low mood and aversion to activity that can have a negative effect on a person's thoughts, behavior, feelings, world view and physical wellbeing.

A glimpse on the review of literature shows found that depression was significantly more among the females than the males. Depression, Anxiety and Stress were all significantly higher among the board classes i.e., 10th and 12th as compared to the classes 9th and 11th Sanjiv et al. (2010). Sivakumar (2010) found that the sex, community and the family type did not play any role in the emotional maturity of the college students. Yongwen et al. (2011) investigated the association between depression and substance use in a sample of middle-school students and found symptoms of depression were strongly and positively related to substance use. John and Ewuzie (2013) had shown that decline in EI among adolescent's manifests in problems such as despair, alienation, drug abuse, crime and violence, bullying and dropping out of school. Dua et al. (2014) draw a conclusion that the ability of emotional competence of adolescents is influenced by gender and locality only on one dimension i.e. Enhancement of Positive Emotions. Shelke et al. (2014). In the study 6.66% of students were screened positive for depression. No statistical difference was found in number of students with depression in terms of sex, class and socio-economic status. However the residence and type of family showed significant difference in number students of depression. Vasiliki et al. (2014) found depressive symptoms were significantly higher in girls, statistically significant relationships were found between student's physical and mental health, student's experiences in school, and student's experiences with friends and the frequency of depressive symptoms. Viju et al. (2014). Indicated a positive correlation between emotional competence and happiness. Gender differences were observed in happiness and four dimensions of emotional competence.

STATEMENT OF THE PROBLEM

A Comparative Study of Emotional Competence in relation to Depression among Adolescents of Punjab in terms of Gender Difference.

JUSTIFICATION OF THE PROBLEM

'Adolescence' in human life is a stage where rapid changes take place. It is a specific need for identifying the phenomena of change of Emotional Competence as a natural and inevitable essential outcome of student's growth and development. Emotional competence is important for healthy emotional development; it is a kind of processes that make a man more mature in emotional condition. A person who is not able to keep his emotions under control he suffers with self pity; in result suffered with serious problems like depression This is quite evident from the increase in the number of criminal, suicidal, drug abuse and rape cases where adolescents are involved. It affects people of all ages, but it is common among

adolescents. This study helps to study and understand the emotional competence and depression level among adolescents in terms of gender difference.

OBJECTIVES OF THE STUDY

The present study endeavors for the realization of the following objectives:-

1. To compare the difference in the level of Emotional Competence of Adolescents on the basis of gender.
2. To compare the difference in the level of Depression of Adolescents on the basis of gender.
3. To assess the relationship among Emotional Competence and Depression.

HYPOTHESES

The following hypotheses are formed on the basis of the related research literature:-

1. There may exist significant difference in the level of Emotional Competence of Adolescents on the basis of gender.
2. There may exist significant difference in the level of Depression of Adolescents on the basis of gender.
3. There may exist significant negative relationship between Emotional Competence and Depression

RESEARCH METHOD

The investigator has selected the descriptive research design. Survey method is used by the investigator to collect necessary data regarding the emotional competence and depression of adolescents.

SCALE USED

In the present investigation following scales were used to collect data.

- Emotional Competencies Scale By Dr. H.C.Sharma and Dr. R.L. Bharadwaj (2007)
- Mental Depression Scale By L.N. Dubey (2006)

SAMPLE

Sample of 600 students (300 boys & 300 girls) of 10+1 class of school from three districts (Ludhiana, Fatehgarh Sahib and Patiala) were randomly selected for the study.

ANALYSIS AND INTERPRETATION

1. To find Emotional Competence on the basis of Gender

To find the Emotional Competence on the basis of Gender scores were obtained by the investigator through standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. By using the formula Mean \pm 1 S.D; four groups of emotional competence were formed with respect to gender (girls having high and low emotional competence score and boys having high and low emotional competence score). Further to find the variance it was decided to have equal number of cases i.e. 20 in each group. To test the significance of mean difference and the test of difference of emotional competence in relation to gender Mean, S.D & t-values were calculated.

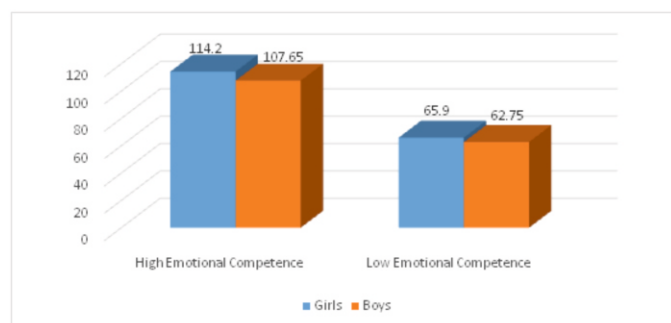
Table 1: High and Low Emotional Competence group viz-a-viz gender

Emotional Competence	Girls		Boys		t-value
	Mean	S.D	Mean	S.D	
High Emotional Competence	114.2	17.73	107.65	5.22	0.12*
Low Emotional Competence	65.9	7.070	62.75	6.76	0.15*

*Insignificant at 0.05&0.01 levels.

Interpretation of the table

Table 1 shows the mean and standard deviation of girls & boys of high and low emotional competence groups and the t-values of high and low groups of emotional competence on the basis of gender are 0.12 and 0.15 respectively which are insignificant at 0.05 and 0.01 levels. It indicates that the high and low groups of emotional competence on the basis of gender do not differ significantly.

**Fig 1: Mean Difference of High and Low Group of Emotional Competence on the basis of Gender**

Interpretation of the figure

Fig 1 shows the graphical representation of mean scores of girls & boys of high and low emotional competence groups. It shows that the emotional competence of girls and boys is almost at the same level in both cases of high and low groups of emotional competence; in other words a very little difference is found in emotional competence in relation to gender.

2. To find Depression on the basis of Gender

To find the Depression on the basis of Gender scores were obtained by the investigator through standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. By using the formula Mean \pm 1 S.D; four groups of depression were formed with respect to gender (girls having high and low depression score and boys having high and low depression score). Further to find the variance it was decided to have equal number of cases i.e. 20 in each group. To test the significance of mean difference and the test of difference of emotional competence in relation to gender Mean, S.D & t-values were calculated.

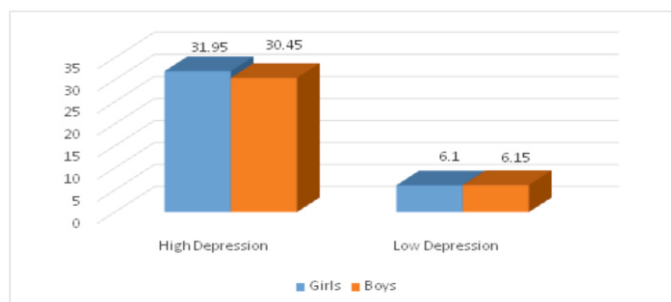
Table 2: High and Low Depression group viz-a-viz gender

Depression	Girls		Boys		t-value
	Mean	S.D	Mean	S.D	
High Depression	31.95	2.66	30.45	5.38	0.27*
Low Depression	6.1	2.38	6.15	2.43	0.94*

*Insignificant at 0.05&0.01 levels.

Interpretation of the table

Table 2, shows the mean and standard deviation of girls & boys of high and low depression groups and the t-values of high and low depression groups in relation to gender are 0.27 and 0.94 respectively which are insignificant at 0.05 and 0.01 levels. It indicates that the high and low groups of depression on the basis of gender do not differ significantly.

**Fig 2: Mean Difference of High and Low Group of Depression on the basis of Gender**

Interpretation of the figure

Fig 2 shows the graphical representation of mean scores of girls & boys of high and low depression groups. It shows that the depression level among girls and boys is almost at the same level in both cases of high and low groups; which indicates that the present world of competition is affecting both the girls and boys and the war of competition drags them in the well of depression.

3. To find Correlation between Emotional Competence and Depression

To find the Correlation between Emotional Competence and Depression scores were obtained by the investigator through standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. Scores of all 600 students were considered to calculate the value of correlation.

Table 3: Analysis of Correlation between Emotional Competence and Depression

Variable	Mean	S.D	Correlation
Emotional Competence	88.47	15.16	-0.24
Depression	18.66	9.06	

Interpretation of the table

Table 3 shows the mean and standard deviation of emotional competence and depression. To test the correlation between emotional competence and depression; correlation test was applied and the value comes out is to be -0.24 which indicates emotional competence and depression relate negatively to each other. In other words if emotional competence will be high, the level of depression will be less and if emotional competence will be low, the level of depression will be high.

CONCLUSION

- The present study reveals that there is no significant difference in the high and low group of emotional competence on the basis of gender. In this context, the hypothesis (1) is rejected.
- The present study reveals that there is no significant difference in the high and low group of depression on the basis of gender. In this context, the hypothesis (2) is rejected.
- The present study reveals that there is negative relationship between Emotional Competence and Depression. So the hypothesis (3) is accepted.

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